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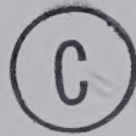
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THE UNIVERSITY OF ALBERTA

SELF-PREDICTION AND SELF-CONCEPT AS AN AID
TO GUIDANCE COUNSELLORS

BY



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A THESIS

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ABSTRACT

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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Self-Prediction and Self-Concept as an Aid to Guidance Counsellors", submitted by Jack Kevin Flaherty in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

In 1966, as reported in the Canadian Education and Research Digest, Cram's research was described as a possible method of using a student's knowledge and opinions of himself as an aid in identifying students who may benefit from counselling.

The purpose of this study was to further investigate the problem identified by Cram's research. The present study utilized a student's self-prediction of his Grade IX achievement and his personality characteristics in an effort to determine if these variables would identify potential problem students who may benefit from counselling.

Ten null hypotheses were formulated using the following variables: attendance, discipline problems, subjects failed, dropped courses, school activities participated in and the number of grades repeated from I to IX.

The subjects for the study consisted of one hundred and seventy-one Grade IX students attending two junior high schools in Edmonton. Out of this group of students one hundred and thirty-three registered for Grade X in the Edmonton high school selected for the study.

Data for the study was collected by administering self-prediction forms, the Lipsitt Self-Concept Scale, a personal data sheet, and obtaining the Grade IX marks from the Department of Education for those students involved in the study.

The sample was divided into four groups:

- (a) Extreme predictors,
- (b) Accurate predictors,
- (c) High Scorers on the Lipsitt Self-Concept Scale,
- (d) Low Scorers on the Lipsitt Self-Concept Scale.

The average attendance of the four groups was calculated and a "t" test was used to compare the difference between means. Chi square was used to determine the presence of significant differences between accurate and extreme predictors; and high and low scorers on the Lipsitt Self-Concept Scale.

On the basis of this study, self-prediction appears to have limitations as a method of identifying potential problem students in high school.

There is some indication from the present study that the Lipsitt Self-Concept Scale may prove useful in aiding counsellors and other school staff to identify students who may become discipline problems in high school.

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CHAPTER I

I. INTRODUCTION

The school today has the dual function of developing in pupils both cognitive power and an adequate self-concept. Too often, however, the acquiring of intellectual skills becomes the primary focus at the expense of the individual's self-concept or self-identity. The growth of both intellectual skills and character are indispensable necessities for boys and girls growing up in today's world if they are to achieve productive, useful and decent lives for themselves. A disparaging self-concept does not permit the best growth of intellectual power and an inadequate development of cognitive power may hinder, or even harm, the growth of character. It is with the above factors in mind that an attempt was made to determine if knowledge of a student's Grade IX achievement and his personality characteristics was of value in assisting high school counsellors to identify and assist potential problem students.

In June of 1967, 27,982 Grade IX students in the Province of Alberta* wrote departmental examinations. These students then moved on to a new phase of their education -- high school. For many students it was a difficult transition and frequently resulted in adjustment problems of serious concern to school officials (Edmonton Public School Board,

* This information was obtained from Mr. S. T. Nichols, Supervisor of Examinations, Department of Education, Edmonton.

1967-68). High school counsellors are constantly seeking methods of identifying potential problem students before the problems become critical. The systems of identifying potential problem students used by many schools appear to be inadequate (Department of Education, 1966).

School systems continue to be concerned about the number of students who leave school in Grade X, drop courses, have a poor attendance record and, in general, develop a negative attitude towards high school.

II. THE PROBLEM

In 1966, as reported in the Canadian Education and Research Digest, Cram's research was described as a method of using a student's knowledge and opinions of himself as an aid in identifying students who might benefit from counselling.

The purpose of this study was to further investigate, for the sample included in this study, the problem identified by Cram's research. The present study utilized a student's self-predictions of his Grade IX achievement and his personality characteristics in an effort to determine if these variables would identify potential problem students who may benefit from counselling.

Ede (1967), prompted by the work of earlier investigations (Paton, Zeron, Havighurst, Cervantes, Horowitz, Dillon and Worth) concluded that subject failures, lack of

interest in or dislike of certain subjects, irregular attendance, frequent tardiness and nonpromotion are significant factors in predicting and identifying drop-outs. On the basis of Ede's findings and for the purpose of comparison with Cram's research, ten null hypotheses were formulated using the following variables: attendance, discipline problems, subjects failed, dropped courses, school activities participated in and number of grades repeated from I to IX.

Null Hypotheses Investigated by this Study

A. For the purpose of examining the comparisons between "accurate-predictors" with "extreme-predictors", five null hypotheses were formulated.

- I A. There is no significant difference in attendance between accurate predictors and extreme predictors at the Grade X level.
- II A. There are no significant differences in the number of discipline problems between accurate predictors and extreme predictors at the Grade X level.
- III A. There are no significant differences in the number of dropped courses and subjects failed between accurate predictors and extreme predictors at the Grade X level.
- IV A. There are no significant differences in the

number of school activities participated in between accurate predictors and extreme predictors at the Grade X level.

V A. There is no significant difference in the number of grades repeated from I to IX between accurate predictors and extreme predictors.

B. For the purpose of examining the comparisons between "high" and "low" scorers on the Lipsitt "Self-Concept" Scale (Lipsitt, 1958) five null hypotheses were formulated.

I B. There is no significant difference in attendance between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

II B. There are no significant differences in the number of discipline problems between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

III B. There are no significant differences in the number of dropped courses and subjects failed between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

IV B. There are no significant differences in the

number of activities participated in between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

V B. There is no significant difference in the number of grades repeated from I to IX between students who score high and low on the Lipsitt Self-Concept Scale.

III. OPERATIONAL DEFINITIONS

Grade IX Departmentals: constitute six major subjects; Literature, English, Science, Mathematics, Social Studies and Reading.

High Scorer: a student who scores beyond plus one standard deviation (89-104) on the Lipsitt Self-Concept Scale.

Low Scorer: a student who scores below minus one standard deviation (47-68) on the Lipsitt Self-Concept Scale.

Achievement in Grade IX: the marks received by each student in Literature, Reading, Science, Mathematics, Social Studies and English on the Grade IX Departmental Examinations.

Self-Prediction: a student's prediction of his final Grade IX marks and average.

Accurate Predictor: a student whose mean score of all predictors lies in the range of plus one or minus one standard deviation of the group mean of all predictors.

Extreme Predictor: a student whose mean score of all

predictors lies outside the range of plus one or minus one standard deviation of the group mean of all predictors.

Discipline Problem: a student who was asked to report to the principal for poor conduct in class.

Attendance Record: the number of days a Grade X student attended high school during the 1967-68 term.

Dropped Courses: a school subject which was dropped during the school term of 1967-68.

Subjects Failed: a mark below 50 in academic subjects and a mark below 40 in optional subjects.

Grades Failed: grades repeated in school from Grade I to IX.

Problem Student: for the purpose of this study a problem student is defined as and limited to a student who had difficulty with one or more of the following variables: discipline problems, attendance, subjects failed, dropped courses, school activities participated in and number of grades repeated from I to IX.

IV. DELIMITATIONS OF THE STUDY

(1) The study reported here was limited to:

- (a) A sample of one hundred and seventy-one Grade IX students who attended two junior high schools of the Edmonton Separate School System during the 1966-67 school term.
- (b) A sample of one hundred and thirty-three

Grade X students who attended a senior high school in the Edmonton Separate School System during the 1967-68 school term.

All three schools described above were located in the same geographic and socio-economic area of Edmonton.

- (2) It was assumed, for the purpose of this study, that the Lipsitt Self-Concept Scale was capable of measuring a student's self-concept (Lipsitt, 1958).

V. SIGNIFICANCE OF THE STUDY

Failure in high school represents a loss to the student, the school, the community, and to the country. Society must pay a price for both failure and dropouts (Nelson, 1967).

Mitchell (1945, p. 486) voiced his concern about beginning high school students when he stated:

... that one of the important things that should be learned about an incoming freshman class is: which pupils are going to need attention and help in order to get through high school

There is a need to identify and investigate potential problem students who may benefit from counselling with the idea of helping them make a better orientation to high school (Cram, 1966). This need is becoming more pressing in view of the increasing diversification of high school programs and the extension of high school education to a greater number

of students through the development of vocational high schools.

John Kennedy expressed his concern in his 1963 State of the Union message to Congress, when he stated:

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school through graduate school. Today, an estimated four out of every ten students in the fifth grade will not even finish high school -- and that is a waste we cannot afford (N.E.A., 1964).

Matteson (1965, p. 284) strongly suggested:

... the utilization, in both colleges and high schools, of some type of simple self-rating scale at the beginning of each school year could be of considerable value to students, teachers and counsellors. Its format, method of administration and utilization would necessarily vary from school to school

A study involving identification of potential problem students by using self-prediction and the Lipsitt Self-Concept Scale was considered important for the following reasons:

(1) It was assumed that administrative personnel of school boards, principals, guidance counsellors, teachers, parents and future employers are concerned about the factors associated with failure in high school.

(2) It was assumed that identifying potential problem students early in the year would provide the guidance counsellor with the opportunity to form a counselling relationship with the potential problem students for the purpose of helping them make a better orientation to high

school.

VI. ORGANIZATION OF THE THESIS

Chapter II includes a review of the related literature which is limited to research, periodicals and books concerned with the present study.

Chapter III deals with the procedure used in the study. Chapter IV deals with the analysis of the data and the findings of the study. Chapter V deals with the summary and conclusions of the study and presents implications for the field of Education as well as the implications for further research.

CHAPTER II

RELATED LITERATURE

I. INTRODUCTION

In reviewing the related literature for the study reported here, the writer concentrated on two major areas of research:

- (1) Literature related to studies of self-prediction.
- (2) Literature related to self-concept and how it affected performance of students in school.

Claude Mitchell (1945, p. 486) expresses concern for the number of students who enter high school and college each term with little or nothing known about them. Mitchell continued:

At least once a year to every school administrator, whether in the secondary school or in college, comes that unknown group of individuals known as the incoming freshman class. The quantity of this group is definitely known, but the quality is rather uncertain and unknown. In this group are always those who will be able to do the work of the school without much attention, those who will need much attention; and finally those who will not succeed even with all the attention that can be given them. It is very reasonable to assume that most of these administrators have felt for a long time that there should be some method of evaluating these pupils and discovering those who will need the extra

attention as early in the game as possible.
"A Stitch in time might save nine".

Williams and Spurgeon (1968, p. 478) suggested that not only is it important for school systems to be knowledgeable about a student's intellectual capacity, but indicate a need for more understanding and knowledge of a student's self-concept. Williams and Spurgeon concluded:

A child's academic success is certainly not determined by any one variable. Intellectual ability is determinant, but self-esteem may prove to be another major determinant. Most school systems administer intelligence and achievement tests, very few attempt to provide valid, reliable measurements of self-concept. Such may be a function of a lack of reputable, standardized measuring instruments of self-concept for all age levels or lack of information on the part of administrators and teachers concerning the possible importance of Self-Concept to academic adjustment and success. It should be the business of the school to identify children with derogatory self-esteem to determine the factors that have and are contributing to the low self-approval and to embark on a judicious program of amelioration. Few factors are more fundamental to a child's success and happiness than his evaluation and acceptance of self.

Mitchell (1945), Williams and Spurgeon (1968) supported and suggested a need for studies dealing with self-prediction and self-concept as a method of identifying potential problem students in high school.

Several other studies involving student self-prediction and self-concept have valuable implications to the study reported here.

II. LITERATURE DEALING WITH "SELF-PREDICTION" AND "SELF-CONCEPT"

Cram (1966), in a study of three hundred and seventy-eight students from a total population of 1,256 attending a Montreal co-educational high school, concluded that student self-prediction might prove useful in high schools as an aid in identifying potential problems.

Using student-self-prediction, Cram was able to identify what he referred to as inaccurate predictors. By comparing these inaccurate predictors with a group of accurate predictors in a search for contrasting characteristics he found that the inaccurate predictors:

(1) Had repeated a total of twenty-four grades as compared to the three grades repeated by the accurate predictors.

(2) Had been subject to discipline* action of some kind in the school on thirty-nine different occasions as compared to the accurate predictors who had been subject to discipline action on ten occasions.

(3) Had missed an average of 10.30 days as compared to the accurate predictors who missed an average of 6.08 days.

* When a classroom teacher in the school studied felt that the nature of an offense was such that it could not be handled in the room, a discipline report was made out and sent to the vice-principal for action. Such offenses as looting and wrecking, theft, attempted arson, malicious damage to cars, "bootlegging" of textbooks and assaults on teachers were included in the thirty-nine offenses. The most serious case tested against an accurate predictor was one of insolence.

(4) Had contained no members who contributed significantly to the school or its extracurricular activities. This contrasted to the accurate predictors group that contained the student's council secretary, editor of the school annual, leader of the folk song group, a cellist from the Montreal Symphony, a literary award winner, a top Hebrew scholar and two McGill Scholarship winners. At least eleven of the accurate predictors had distinguished themselves in some socially acceptable way.

Torrance (1954), not only recognized grade estimation as a self-concept, but used its relation to actual achievement as a practical guidance program among college freshmen. He found that, although there was little relationship between self-estimates and achieved grades, most serious mis-evaluators were plagued socially, economically, emotionally and sexually by an exaggerated sense of vulnerability.

Other studies relevant to the proposed study have yielded interesting but conflicting results. Young (1954), using a sample of college freshmen, obtained a correlation of .71 between self-prediction of scholastic achievement and actual achievement. On the other hand, Budd (1953), found a low correlation of .29 between student estimates of their final college grades and their obtained final grades. Freehill (1952), asked one hundred college freshmen to estimate their final college grades by course area. He reported a low correlation of .23 between student estimates

and grades earned at the end of the first semester.

Robertson (1960), using a sample of two hundred college freshmen at the University of Mississippi, made the following observations pertinent to the study reported here.

(1) Student pre-estimates of grades were compared with their post-estimates. A contingency correlation of .55 was obtained.

(2) When student pre-estimates were compared with obtained grade point averages, a correlation of .38 was found. When student post-estimates were compared with grades the correlation was .37.

Arsenian (1942), studied the accuracy of college freshmen in judging their performance on a number of psychological tests. Arsenian concluded:

(1) A freshman's estimates of his abilities, knowledges, and interests -- factors positively related to his academic success -- do not correspond highly with his actual possession of these attributes as measured by objective tests. There is a wide variation from subject to subject and from individual to individual in the closeness or distance between self-estimate and objective measurement.

(2) Students who grossly over or under-estimated their abilities, knowledges, and adjustment were as a group somewhat less intelligent and less well adjusted. A larger proportion of these students, as compared with students who

did not over or under-rate themselves were on medical prescription, dismissed from college or were problem cases demanding proportionally more time from faculty counsellors.

Daley and Renzagia (1963) in a study involving one hundred and eighty-three college freshmen entering freshman class at Southern Illinois University stated the following conclusions:

(1) Self-estimates of college grades were significantly accurate predictors of college grades.

(2) College freshmen as a group tended to over-estimate their performance in college, and their estimates of grade point average were less variable than the actual grade point averages.

(3) Intellectually more able students tended to under-estimate or accurately estimate their college performance, while less able students tended to over-estimate their future grades.

Renzaglia (Brookover, Patterson, Thomas, 1962) and Reader (Brookover, Patterson, and Thomas, 1962) examined correlates of self-structure and found that a positive general self-concept is significantly related to high academic achievements. These investigators, however, used general personality traits to determine self-concept; they did not directly tap the students' conceptions of themselves as learners.

Tschechtelin (Russel, 1953) studies self-evaluation of personality, using a twenty-two trait personality scale with over 1,500 children and four hundred and eighty-five teachers in Grades IV to VIII. It was found that girls have a tendency to over-estimate themselves and that boys under-estimate themselves.

Tuddenham (Russel, 1953) agreed girls tend to over-estimate their adjustment on paper, however he contended self-adjustment becomes less favourable with age for boys and girls.

Bullock (Russel, 1953) in a study dealing with student's predicting their citizenship marks and academic achievement found:

(1) A statistically significant tendency for pupils to under-estimate their citizenship marks.

(2) A small positive relationship between predicting tendencies in citizenship with personal adjustment and with social adjustment, but obtained a zero correlation between these factors and predicting tendencies in academic achievement.

(3) A correlation of .52 between self-ratings of students and test averages.

(4) Pupils of high intelligence under-estimate achievement, pupils of lowest intelligence tended to over-estimate.

Holt (1951) in a study comparing the self-ratings of ten college students with comparable ratings by a group of clinicians concluded that the most intelligent know themselves the best.

Reader (Campbell, 1967), found children achieve lower in terms of their potential if they have a low self-concept. On the other hand, Chickering (Campbell, 1967) found no stable relationship between self-discrepancy and school effort. Evidence supporting Reader (Campbell, 1967) was reported by Coopersmith (1959), who found a correlation of .36 between positive self-concept and school achievement in a group of one hundred and two fifth and sixth grade children.

Peppin (Campbell, 1967) studied overachievers and underachievers in relation to self-concept. He reported that overachievers tended to rate themselves more highly than underachievers.

Fink (1962, p. 57) defined self-concept as:

... the attitudes and feelings that a person has regarding himself. It is implicit in this definition that those attitudes and feelings lead to attempts on the part of the individual through various actions to enhance or defend himself

Fink found a relationship existed between adequacy of self-concept and level of academic achievement. On the basis of his findings, Fink concluded that this appeared to be unquestionable for boys and considerably less for girls.

Williams and Spurgeon (1968, p. 479) attempted to relate self-concepts of Grade VI students to several dimensions of their experiences that were deemed fundamental to effective academic adjustment. They found that there was a significant correlation of .31 between self-concept and mental ability; revealed a correlation of .31 between self-concept and reading achievement; found a correlation of .33 between self-concept and mathematical achievement. They concluded by stating: "The academic re-inforcement consistently received by the brighter student, but infrequently by the less bright student undoubtedly affects his self-concept."

Roth (1959) focused on self-concept and its relationship to achievement. He found that self-concept was not only related to achievement, but in terms of their conception of self, individuals have a definite investment to perform as they do. With all things being equal, those who do not achieve choose not to do so, while those who do achieve, choose to do so.

Staines (1956, p. 110) supported and stressed the importance of studies dealing with the self and their implications to educators when he made the following statement:

Because the self is ubiquitous factor in all learning experience, its presence should be recognized and its importance stressed by all teachers, and its controlled development made a major teaching aim. But since the

psychology of self has been little emphasized in courses in educational psychology and not at all by traditional practice in schools, it is certain that few teachers are aware of its importance. The implications for pre-service and in-service training are clear, but much more research should be done in the field.

The aforementioned studies share the idea that one's self-concept can affect a student's performance and behavior. Thus there seems to be general support for the proposition that self-concept is related to performance.

CHAPTER III

THE PROCEDURE

I. THE SAMPLE

The subjects for the study consisted of one hundred and seventy-one Grade IX students attending two junior high schools in Edmonton. Out of this group of students, one hundred and thirty-three registered for grade X in the Edmonton high school selected for the study. Of the thirty-seven remaining students, twenty-one did not register for Grade X in September, 1967. The remaining sixteen attended high schools in other parts of the province. Therefore these students were unavailable for further study. This information is presented in Table I.

TABLE I

THE SAMPLE

Total No. From Two Junior High Schools	No. From Jr. High "A"	No. From Jr. High "B"	No. Who Reg. at the Receiver H.S.	No. of "S" Reg. in H.S. in other parts of the Prov.	No. of "S" Who Did Not Reg. for Gr. X in September 1967
171	101	70	133	16	21

II. INSTRUMENT

The self-concept scale (Lipsitt, 1958)* was utilized to obtain measurements with which to test the null hypotheses IB-VB. It is a twenty-two adjective check list. Subjects were asked to rate themselves on a five point scale -- not at all, not very often, some of the time, most of the time, and all of the time -- by placing a check mark in the space which best describes them. Each adjective is prefixed by "I am ...". Items 10, 17, and 20 were considered socially undesirable attributes and were scored 5-1, respectively, while the other items were scored on a scale of 1-5. A high total score on the self-concept scale is considered indicative of a healthy self-concept and low scores were presumed to reflect a degree of self-disparagement.

III. METHOD AND COLLECTION OF DATA

The following steps describe the methodology used by the researcher to gather data used for the present study.

(1) Each student was asked to predict his final Grade IX marks in each subject ten weeks prior to Grade IX departmental examinations. After estimating these, he was asked to calculate the average mark based on his six Grade IX courses.

* Found in Appendix B.

(2) The Lipsitt Self-Concept Scale was then administered to each student.

(3) Following the Grade IX departmental examinations the student's achievement results were obtained from the Department of Education.

(4) The data collected from both the Lipsitt Self-Concept Scales and the self-prediction forms* was punched on IBM cards and processed on the IBM Computer at the Department of Computing Science, University of Alberta. The sample was then sorted into four groups according to the following criteria. Those subjects whose mean scores of all predictors lies outside the range of plus one or minus one standard deviation of the group mean of all predictors were classified as extreme predictors. The second group, accurate predictors, were comprised of subjects whose mean scores of all predictors lies in the range of plus one or minus one standard deviation of the group mean of all predictors. The third group, described as high scorers, were identified as those subjects who scored beyond plus one standard deviation of the mean of all scores on the Lipsitt Self-Concept. The fourth group, described as low scorers were similarly identified as those subjects who scored below minus one standard deviation of the mean of all scores on the Lipsitt Self-Concept Scale.

* This form may be found in Appendix A.

(5) At the beginning of June in the following year arrangements were made to visit the high school in which the students involved in the study were attending. Students identified as accurate and extreme predictors and those identified as low and high scorers on the Lipsitt Self-Concept Scale were asked to fill out a personal data sheet.*

(6) At the end of June, arrangements were made with the principal for a second visitation. At this time the grades and attendance record of the students now in Grade X were obtained.

(7) All data collected pertaining to students identified as accurate and extreme predictors and students identified as high and low scorers on the Lipsitt Self-Concept Scale were processed on the IBM Computer at the Department of Computing Science. The average attendance of the four groups was calculated and a "t" test using an alpha level of .05 was used to compare the difference between means.

(8) Chi square was used as the statistical procedure to test the significance of differences between the accurate and extreme predictors and the high and low scorers using the following variables: failed courses, dropped courses, discipline problems, activities participated in and grades failed from I to IX. The critical level of significance was set at the alpha level of .05.

* This form may be found in Appendix C.

CHAPTER IV

PRESENTATION OF DATA

I. INTRODUCTION

Ten null hypotheses were developed to examine the research problem of this thesis. In the presentation of the data each hypothesis serves as a major division of the chapter.

Tables II to VII show the tabulation of results for that portion of the samples defined as accurate and extreme predictors. Tables VIII to XIII show the tabulation of results for that portion of the sample defined as high and low scorers on the Lipsitt Self-Concept Scale.

II. A. COMPARISON OF ACCURATE PREDICTORS AND EXTREME PREDICTORS

Testing of Null Hypothesis I A

This Null Hypothesis stated:

There is no significant difference in attendance between accurate predictors and extreme predictors at the Grade X level.

The mean attendance of the accurate predictors was 179.69 days with a standard deviation of 7.76. The mean attendance of the extreme predictors was 181.38 days with a standard deviation of 6.07. Using a two tail "t" test at .05 level of significance the null hypothesis was not rejected.

TABLE II

COMPARISON OF ATTENDANCE BETWEEN ACCURATE PREDICTORS
AND EXTREME PREDICTORS

Student Categories	X Attendance (Days)	S.D. Attend- ance	Ob."t"	C."t"
Accurate Predictors	179.69	7.76	0.3234	2.000
Extreme Predictors	181.38	6.07		

Note: Decision rule: "t" value > 2.000 with (67) d.f.
needed for rejection.

For the Null Hypotheses II A and B, III A and B, IV A and B, V A and B, the Decision Rule was: Reject Null Hypotheses when X^2 observed was greater than X^2 critical at .05 level of significance. Do not reject Null Hypotheses when X^2 observed was less than or equal to X^2 critical at the .05 level of significance.

Testing of Null Hypothesis II A

This Null Hypothesis stated:

There are no significant differences in the number of discipline problems between accurate predictors and extreme predictors at the Grade X level.

The observed chi square value was 6.563. This value was less than the critical value of $X^2_{.05}(4) = 9.49$ needed for rejection. Therefore, the null hypothesis was not rejected.

TABLE III

COMPARISON OF DISCIPLINE PROBLEMS BETWEEN ACCURATE
PREDICTORS AND EXTREME PREDICTORS

Student Categories	No. of Discipline Problems					Total Number of Students
	0	"1"	"2"	"3"	"4"	
Accurate Predictors	27	3	4	0	1	35
Extreme Predictors	24	7	1	2	0	34
Total	51	10	5	2	1	69

Chi square = 6.563 with (4) d.f. Probability = 0.161

Note: Decision rule: $\chi^2 > 9.49$ with (4) d.f. needed
for rejection.

Testing of Null Hypothesis III A

This Null Hypothesis stated:

There are no significant differences in
the number of dropped courses and subjects
failed between accurate predictors and
extreme predictors at the Grade X level.

The observed chi square value was 6.676. This
value was less than the critical value of $\chi^2_{.05}(3) = 7.82$
needed for rejection. Therefore, the null hypothesis was
not rejected.

TABLE IV

COMPARISON OF SUBJECTS FAILED BETWEEN ACCURATE
PREDICTORS AND EXTREME PREDICTORS

Student Categories	No. of Subjects Failed				Total Number of Students
	0	"1"	"2"	"3"	
Accurate Predictors	23	7	5	0	35
Extreme Predictors	22	7	1	4	34
Total	45	14	6	4	69

Chi square = 6.676 with (3) d.f. Probability = 0.083

Note: Decision rule: $X^2 > 7.82$ with (3) d.f. needed
for rejection.

TABLE V

COMPARISON OF DROPPED COURSES BETWEEN ACCURATE
PREDICTORS AND EXTREME PREDICTORS

Student Categories	No. of Dropped Courses			Total Number of Students
	0	"1"	"2"	
Accurate Predictors	33	1	2	35
Extreme Predictors	30	3	1	34
Total	63	4	2	69

Chi square = 1.129 with (2) d.f. Probability = 0.569

Note: Decision Rule: $X^2 > 5.99$ with (2) d.f. needed
for rejection.

The observed chi square value was 1.129. This value was less than the critical value of $\chi^2_{.05}(3) = 5.99$ needed for rejection. Therefore, the null hypothesis was not rejected.

Testing of Null Hypothesis IV A

This Null Hypothesis stated:

There are no significant differences in the number of school activities participated in between accurate predictors and extreme predictors at the Grade X level.

TABLE VI

COMPARISON OF SCHOOL ACTIVITIES PARTICIPATED IN BETWEEN ACCURATE PREDICTORS AND EXTREME PREDICTORS

Student Categories	No. of School Activities Participated In				Total Number of Students
	0	"1"	"2"	"3"	
Accurate Predictors	18	6	6	5	35
Extreme Predictors	19	8	4	3	34
Total	37	14	10	8	69

Chi square = 1.198 with (3) d.f. Probability = 0.753

Note: Decision rule: $\chi^2 > 7.82$ with (3) d.f. needed for rejection.

The observed chi square value was 1.198. This value was less than the critical value of $\chi^2_{.05}(3) = 7.82$ needed for rejection. Therefore, the null hypothesis was not rejected.

Testing of Null Hypothesis V A

This Null Hypothesis stated:

There is no significant difference in the number of grades repeated from I to IX between accurate predictors and extreme predictors.

TABLE VII

COMPARISON OF GRADES REPEATED FROM I TO IX BETWEEN ACCURATE PREDICTORS AND EXTREME PREDICTORS

Student Categories	No. of Grades Repeated From I to IX			Total Number of Students
	0	"1"	"2"	
Accurate Predictors	28	6	1	35
Extreme Predictors	28	6	0	34
Total	56	12	1	69

Chi square = 0.986 with (2) d.f. Probability = 0.611

Note: Decision rule: $\chi^2 > 5.99$ with (2) d.f. needed for rejection.

The obtained chi square value was 0.986. This value was less than the critical value of $\chi^2_{.05}(2) = 5.99$ needed for rejection. Therefore, the null hypothesis was not rejected.

II. A. COMPARISON OF HIGH AND LOW SCORERS ON THE
LIPSITT SELF-CONCEPT SCALE

Testing of Null Hypothesis I B

The Null Hypothesis is stated:

There is no significant difference in attendance between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

TABLE VIII

COMPARISON OF ATTENDANCE BETWEEN HIGH AND LOW
SCORERS ON THE LIPSITT SELF-CONCEPT SCALE

Student Categories	X Attendance (Days)	S.D. Attend- ance	Ob."t"	C."t"
High Scorer	182.63	3.86	0.2089	2.021
Low Scorer	179.68	9.14		

Note: Decision rule: "t" value $>$ 2.021 with (39) d.f.
needed for rejection.

The mean attendance of the high scorers on the Lipsitt Self-Concept Scale was 182.63 days with a standard deviation of 3.86. The mean attendance of the low scorers on the Lipsitt Self-Concept Scale was 179.68 days with a standard deviation of 9.14. Using a two tail "t" test at .05 level of significance the null hypothesis was not rejected.

Testing of Null Hypothesis II B

The Null Hypothesis is stated:

There are no significant differences in the number of discipline problems between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

TABLE IX

COMPARISON OF DISCIPLINE PROBLEMS BETWEEN HIGH AND LOW SCORERS ON THE LIPSITT SELF-CONCEPT SCALE

Student Categories	No. of Discipline Problems				Total Number of Students
	0	"1"	"2"	"3"	
High Scorers	16	1	1	1	19
Low Scorers	11	9	2	0	22
Total	27	10	3	1	41

Chi square = 8.485 with (3) d.f. Probability = 0.0370

Note: Decision rule: $\chi^2 > 7.82$ with (3) d.f. needed for rejection.

The obtained chi square value was 8.485. This value exceeded the critical value of $\chi^2_{.05}(3) = 7.82$ needed for rejection. Therefore the null hypothesis was rejected. It was concluded that there was a difference in the number of discipline problems between students who score high and low on the Lipsitt Self-Concept Scale at the .05 level of significance.

Testing of Null Hypothesis III B

The Null Hypothesis is stated:

There are no significant differences in the number of dropped courses and subjects failed between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

TABLE X

COMPARISON OF SUBJECTS FAILED BETWEEN HIGH AND LOW SCORERS ON THE LIPSITT SELF-CONCEPT SCALE

Student Categories	No. of Subjects Failed				Total Number of Students
	0	"1"	"2"	"3"	
High Scorers	15	1	3	0	19
Low Scorers	13	3	5	1	22
Total	28	4	8	1	41

Chi square = 2.436 with (3) d.f. Probability = 0.487

Note: Decision rule: $\chi^2 \geq 7.82$ with (3) d.f. needed for rejection.

The obtained chi square value was 2.436. This value was less than the critical value of $\chi^2_{.05}(3) = 7.82$ needed for rejection. Therefore, the null hypothesis was not rejected.

TABLE XI

COMPARISON OF DROPPED COURSES BETWEEN HIGH AND LOW
SCORERS ON THE LIPSITT SELF-CONCEPT SCALE

Student Categories	No. of Dropped Courses			Total Number of Students
	0	"1"	"2"	
High Scorers	16	2	1	19
Low Scorers	18	4	0	22
Total	34	6	1	41

Chi square = 1.573 with (2) d.f. Probability = 0.455

Note: Decision rule: $\chi^2 > 7.82$ with (3) d.f. needed
for rejection.

The obtained chi square value was 1.573. This value was less than the critical value of $\chi^2_{.05}(3) = 7.82$ needed for rejection. Therefore, the null hypothesis was not rejected.

Testing of Null Hypothesis IV B

The Null Hypothesis is stated:

There are no significant differences in the number of activities participated in between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

TABLE XII

COMPARISON OF SCHOOL ACTIVITIES PARTICIPATED IN
BETWEEN HIGH AND LOW SCORERS ON THE LIPSITT SELF-
CONCEPT SCALE

Student Categories	No. of School Activities Participated In				Total Number of Students
	0	"1"	"2"	"3"	
High Scorers	8	4	4	3	19
Low Scorers	13	4	5	0	22
Total	21	8	9	3	41
Chi square = 4.104 with (3) d.f. Probability = 0.250					

Note: Decision rule: $\chi^2 > 7.82$ with (3) d.f. needed
for rejection.

The obtained chi square value was 4.104. This value was less than the critical value of $\chi^2_{.05}(3) = 7.82$ needed for rejection. Therefore, the null hypothesis was not rejected.

Testing of Null Hypothesis V B

The Null Hypothesis is stated:

There is no significant difference in the number of grades repeated from I to IX between students who score high and low on the Lipsitt Self-Concept Scale.

TABLE XIII

COMPARISON OF GRADES REPEATED FROM I TO IX BETWEEN
HIGH AND LOW SCORERS ON THE LIPSITT SELF-CONCEPT
SCALE

Student Categories	No. of Grades Repeated From I to IX		Total Number of Students
	0	"1"	
High Scorers	17	2	19
Low Scorers	17	5	22
Total	34	7	41

Chi square = 0.383 with (1) d.f. Probability = 0.536

Note: Decision rule: $\chi^2 > 3.84$ with (1) d.f. needed
for rejection.

The obtained chi square value was 0.383. This value was less than the critical value $\chi^2_{.05}(3) = 3.84$ needed for rejection. Therefore, the null hypothesis was not rejected.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to further investigate the problem identified by Cram's research. The present study utilized a student's self-prediction of his Grade IX achievement and his personality characteristics in an effort to determine if these variables would identify potential problem students who may benefit from counselling. Ten null hypotheses were developed to examine the problem.

I. There are no significant differences in attendance between accurate predictors and extreme predictors at the Grade X level.

II. There are no significant differences in the number of discipline problems between accurate predictors and extreme predictors at the Grade X level.

III. There are no significant differences in the number of dropped courses and subjects failed between accurate predictors and extreme predictors at the Grade X level.

IV. There are no significant differences in the number of school activities participated in between accurate predictors and extreme predictors at the Grade X level.

V. There is no significant difference in the number of grades repeated from I to IX between accurate predictors and extreme predictors.

VI. There is no difference in attendance between students who scored high and low on the Lipsitt Self-Concept Scale at the Grade X level.

VII. There are no significant differences in the number of discipline problems between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

VIII. There are no significant differences in the number of dropped courses and subjects failed between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

IX. There are no significant differences in the number of school activities participated in between students who score high and low on the Lipsitt Self-Concept Scale at the Grade X level.

X. There is no significant difference in the number of grades repeated from I to IX between students who score high and low on the Lipsitt Self-Concept Scales.

I. SUMMARY OF FINDINGS

A summary of the data outlined in Chapter IV follows:

A. Comparison of Accurate and Extreme Predictors

No statistically significant differences were found between accurate and extreme predictors at Grade X level relevant to the following variables: attendance, discipline

problems, dropped courses, subjects failed, school activities participated in and the number of grades repeated from I to IX.

B. Comparison of High and Low Scorers on the Lipsitt Self-Concept Scale

No statistically significant differences were found between high and low scorers at the Grade X level relevant to the following variables: attendance, dropped courses, subjects failed, school activities participated in and the number of grades repeated from I to IX. However, low scorers on the Lipsitt Self-Concept Scale experienced a significantly greater number of discipline problems than high scorers.

II. CONCLUSIONS

On the basis of this study, self-prediction appears to have limitations as a method of identifying potential problem students in high school.

There is some indication from the present study that the Lipsitt Self-Concept Scale may prove useful in aiding counsellors and other staff to identify students who may become discipline problems in high school. When high scorers were compared with low scorers, it was found that only three out of nineteen high scorers experienced discipline problems during the 1967-68 school term. On

the other hand, eleven out of twenty-two low scorers experienced discipline problems during the 1967-68 school term. On the basis of this finding, it would seem beneficial for the high school in which the study was conducted to consider using the Lipsitt Self-Concept Scale as an evaluation instrument to identify potential problem students.

III. DISCUSSION AND IMPLICATIONS

Utilizing a population of three hundred and seventy-eight students, Cram compared a group of inaccurate predictors with a group of accurate predictors. He observed that the inaccurate predictors:

(1) Had repeated a total of twenty-four grades as compared to the three grades repeated by the accurate predictors.

(2) Had been subject to discipline action of some kind on thirty-nine different occasions as compared to the accurate predictors who had been subject to discipline action on ten occasions.

(3) Had missed an average of 10.30 days as compared to the accurate predictors who missed an average of 6.08 days.

In this study, using a sample of one hundred and thirty-three students, extreme predictors were compared with accurate predictors, utilizing five variables.

Using raw data, extreme predictors:

(1) Repeated a total of six grades as compared to six grades repeated by accurate predictors.

(2) Were subject to discipline action on fifteen occasions as compared to accurate predictors who had been subject to discipline action on eleven occasions.

(3) Attended school an average of 181.38 days as compared to accurate predictors who attended school an average of 179.69 days.

(4) Failed twenty-one courses as compared to accurate predictors who failed seventeen courses.

(5) Dropped five courses as compared to the accurate predictors who dropped five courses.

(6) Participated in twenty-five school activities as compared to twenty-six participated in by accurate predictors.

Cram's research seemed to indicate differences between accurate predictors and extreme predictors. Thus he concluded that student self-prediction might prove useful in a large school as an aid in identifying potential problem students who may benefit from counselling. Using raw data and comparing accurate predictors with extreme predictors, in grades repeated, in the number of discipline problems, and attendance, there appears to be little difference between the two groups. Utilizing chi square to test the significance

of differences between accurate predictors and extreme predictors there appeared to be no differences. Thus, on the basis of this study, self-prediction appears to have limitations as a method of identifying potential problem students in high school. However, it is possible that:

(1) The small sample sizes of each group made a statistically proper test of significance difficult.

(2) The philosophy and small population of the high school selected for this study may have certain implications for this study and have had special effects upon its statistical significance.

The principal and counsellor of the high school selected for the study, met with all Grade IX students in May prior to their fall term in high school. The philosophy of the school, courses available and programs offered were carefully explained. The counsellor was available after the principal's talk for personal interviews. In the middle of August the principal and counsellor were available for appointments endeavouring to help each student with academic or other problems of concern to freshmen Grade X students. These factors, are significant in that all incoming students were given individual attention and this may have reduced the difference between the students more than would have been the case in a school where such individual attention was not given to new registrants.

The Lipsitt Self-Concept Scale may prove useful in identifying potential discipline problems in high school. It is becoming increasingly more evident that as our large city high schools grow larger in population and centralization is accepted in rural parts of the province, orientation programs must become a very important part of every guidance service wherever such services are provided. For if a student with a disparaging self-concept can be detected early, the school may be able to facilitate a change in outlook before it is too late.

The Lipsitt Self-Concept Scale may also have implications for counsellors in the elementary and junior high school. Specifically for children making the transition from Grade VI to Grade VII. Counsellors considering the use of the Lipsitt Scale will find it easy to administer and score.

IV. SUGGESTIONS FOR FURTHER RESEARCH

(1) It was hoped that this study would reveal a method of identifying potential problem students before they become problems, so that the school might play a role in helping these students before it is too late. On the basis of this present study it would seem that the variables selected, in terms of prediction and criterion, may have been unsatisfactory. More specifically,

the Lipsitt Self-Concept Scale may have some limitations in measuring self-concepts of Grade IX students. With the use of other variables such as I.Q., Grade IX stannines, and interest of each student, the researcher may have brought forward more significant findings. The implication being that if the study were to be replicated, the use of different variables may prove to be beneficial.

(2) It has already been stated that the principal and counsellor in the high school selected for the study, endeavoured to carry out an orientation program, to help Grade IX students with their transition from junior high to high school. With this in mind, a replication of the study in a large composite high school, where Grade IX students do not have the opportunity to acquaint themselves with the philosophy of high school, its courses, programs and so on, may prove worthwhile.

(3) Stimulated by the research of Arsenian, it may be significant to carry out a similar type of study, using the same or different variables comparing the characteristics of overpredictors and underpredictors.

(4) The Lipsitt Self-Concept Scale as used in the study, suggests that it may be a useful instrument for counsellors to identify potential discipline problems. A similar study done at the elementary level using the Lipsitt Self-Concept Scale or some other personality or adjustment inventory with estimation ability might reveal

valuable information for early predictions. In this way, children at the elementary level with a low self-concept or personality problem may benefit from early counselling and enjoy school rather than run the risk of dropping out in junior or senior high school.

(5) If a study of a similar nature is considered, to avoid bias, it is suggested that a representative sample be obtained by gathering a random sample of the school population. This would entail the use of schools located throughout the entire school system.

(6) On the basis of this study, self-prediction and self-concept appear to have limitations in identifying potential problem students. However, the study undertaken should only be considered as an initial exploration or attempt to utilize self-prediction and self-concept as an aid to counsellors.

Hopefully this study will encourage further research into the area of self-concept and that such research will enable counsellors to better assist the student in our Canadian schools.

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SELF-PREDICTION FORM FOR GRADE IX MARKS

Name of School: _____

Name of Student: _____

Subject		
READING		
LITERATURE		
LANGUAGE		
SOCIAL STUDIES		
MATHEMATICS		
SCIENCE		
	Predicted Average	Actual Average
AVERAGE		

A P P E N D I X B

THE LIPSITT SELF-CONCEPT SCALE

	NOT AT ALL	NOT VERY OFTEN	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
1. I am friendly	_____	_____	_____	_____	_____
2. I am happy	_____	_____	_____	_____	_____
3. I am kind	_____	_____	_____	_____	_____
4. I am brave	_____	_____	_____	_____	_____
5. I am honest	_____	_____	_____	_____	_____
6. I am likeable	_____	_____	_____	_____	_____
7. I am trusted	_____	_____	_____	_____	_____
8. I am good	_____	_____	_____	_____	_____
9. I am proud	_____	_____	_____	_____	_____
10. I am lazy	_____	_____	_____	_____	_____
11. I am loyal	_____	_____	_____	_____	_____
12. I am cooperative	_____	_____	_____	_____	_____
13. I am cheerful	_____	_____	_____	_____	_____
14. I am thoughtful	_____	_____	_____	_____	_____
15. I am popular	_____	_____	_____	_____	_____
16. I am courteous	_____	_____	_____	_____	_____
17. I am jealous	_____	_____	_____	_____	_____
18. I am obedient	_____	_____	_____	_____	_____
19. I am polite	_____	_____	_____	_____	_____
20. I am bashful	_____	_____	_____	_____	_____
21. I am clean	_____	_____	_____	_____	_____
22. I am helpful	_____	_____	_____	_____	_____

A P P E N D I X C

PERSONAL DATA SHEET

NAME _____ GRADE _____ HOME ROOM _____

1. (a) Have you dropped any courses this year?

(b) Name them.

2. List the Extracurricular or School Activities you took part in this year at St. Francis Xavier High School?
i.e. Football, Room Rep., etc.

3. (a) On any occasion were you asked to report to the Principal or Vice-Principal this term concerning a discipline problem.

Yes

No

(Please circle one)

(b) How many times? _____ (put in a number)

(c) Were you asked to leave school or expelled for a given period?

Yes

No

4. Did you fail any grades from Grade I to IX?

TABLE XIV
PREDICTED MEANS, ACTUAL MEANS AND STANDARD
DEVIATIONS

Grade IX Subject Areas	PREDICTED		ACTUAL	
	Mean	S.D.	Mean	S.D.
Reading	65.45	10.95	59.05	12.80
Literature	59.62	9.55	59.32	14.19
Language	64.21	11.78	60.00	14.36
Social	59.26	11.00	61.17	13.60
Mathematics	54.67	11.71	52.11	12.82
Science	60.87	10.55	55.41	13.05

A P P E N D I X E

TABLE XV

DIFFERENCES BETWEEN PREDICTED AND ACTUAL AVERAGES

Mean 2.84		S.D. = 7.39	
Ident. No. of Card	Accurate Predictors	Ident. No. of Card	Extreme Predictors
69	1.00	6	- 6.50
55	6.00	13	10.67
23	2.50	18	18.17
95	- 1.67	20	13.50
41	3.67	24	- 5.83
107	10.00	26	23.50
124	4.00	28	- 11.83
76	- 2.17	29	18.00
116	7.67	33	20.00
56	6.67	39	- 6.33
114	3.33	40	- 6.83
118	7.50	42	20.17
106	5.00	44	- 9.17
120	- 2.33	45	- 8.50
38	- 0.50	47	- 8.50
58	- 2.33	52	- 15.17
130	6.67	53	- 12.33
1	0.67	61	- 5.50
57	7.17	62	- 5.83
92	8.17	63	13.00
54	- 3.67	64	- 5.50
73	3.83	66	10.33
77	2.50	67	11.67
31	- 3.50	68	- 7.83
129	3.33	70	- 4.67
94	5.50	80	10.50
51	1.67	85	- 27.83
35	2.17	87	16.33
34	6.33	88	- 5.50
21	- 3.50	97	15.67
15	- 4.17	108	11.83
103	5.83	112	- 5.50
43	- 0.67	113	16.50
22	6.17	123	- 5.50
90	0.00	126	- 6.50

Note: (1) Positive numbers indicate the predicted average was larger than the actual average.
 (2) Negative numbers indicate the actual average was larger than the predicted average.

A P P E N D I X F

TABLE XVI

STUDENT'S HIGH AND LOW SCORES ON THE LIPSITT
SELF-CONCEPT SCALE

(Based on Raw Scores)

Mean = 78.59		S.D. = 9.83	
Ident. No. of Card	High Scorers on the Lipsitt Self-Concept Scale	Ident. No of Card	Low Scorers on the Lipsitt Self- Concept Scale
133	89.00	21	47.00
117	89.00	71	55.00
95	89.00	37	57.00
54	89.00	16	57.00
39	89.00	55	58.00
10	89.00	97	62.00
22	90.00	84	62.00
131	91.00	83	63.00
129	91.00	57	63.00
119	92.00	46	63.00
66	92.00	67	64.00
79	93.00	36	64.00
34	93.00	132	65.00
63	94.00	53	65.00
76	95.00	128	66.00
29	96.00	111	66.00
13	97.00	85	66.00
5	101.00	73	66.00
42	104.00	89	67.00
		87	67.00
		124	68.00
		91	68.00
		47	68.00

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